

Monitoring and Assessment - 2023

Brunswick South West Primary School (4304)



Brunswick South-West
Primary School

Submitted for review by Emma Fuller (School Principal) on 27 February, 2023 at 09:59 AM

Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 27 February, 2023 at 09:59 AM

Endorsed by Graeme Joyce (School Council President) on 18 March, 2023 at 11:58 AM

Monitoring and Assessment - 2023

Term 1 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Learning: NAPLAN growth: Reading from 28% (2018–20) to 35% in 2023 Teacher Judgement Data: In 2023 Semester 1 there will be a greater correlation between students in the top 2 bands of NAPLAN and above age-expected level in Teacher Judgement. This correlation will increase further in semester 2. Teacher collaboration from 44% in 2020 to 70% at the end of 2023 Professional learning through peer observation from 30% in 2020 to 60% at the end of 2023. Seek feedback to improve practice from 71% in 2020 to 75% in 2023 Student agency and voice from 62% in 2019 to 70% in 2023 Sense of connectedness from 72% in 2019 to 80% in 2023 Resilience from 44% low resilience in 2022 to 20% low resilience in 2023
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in assessment, differentiation and evidence-based teaching practices in order to identify and meet students' individual learning needs in Reading and Number Refine the targeted tutor learning approach to support students who have not made expected growth in Number and Reading
Outcomes	Principal class will: Attend PLC meetings regularly as co-learners to monitor progress against the AIP Observe classroom practice to monitor progress against the AIP

Review documentation to monitor progress against the AIP
Ensure all staff are aware of the actions and targets of the AIP
Implement and monitor a Learning walk process for 2023
Engage in Leadership Learning walks to observe whole-school trends (4 times a year)
Engage in informal walk-throughs
Professional Learning Schedule allowing for multiple exposures and sequential learning relating to the AIP
Have Identified up to 50 students across the school, in need of targeted academic support or intervention and discuss needs as part of SIT meetings

Learning Specialists will:

Model evidence-based teaching practices in literacy and numeracy
Use, model and promote the use of data analysis and evidence to pinpoint learner need and monitor progress across cohorts
Model assessment practices
Actively observe classroom practice and link it to evidence
Ensure the processes related to assessment are modelled, understood and encouraged
Actively promote the Victorian Curriculum and the F and P continuum to plan learning sequences
Facilitate Learning walks with staff
Release teachers to observe teachers
Actively encourage student voice through regular feedback around the learning experience
Plan for and deliver learning experiences for staff around the importance of learner agency and reading
Coaching and mentoring staff across the school

Leading Teacher will:

Increase data literacy across the school through PLCs and targeted professional learning
Monitor planning, delivery and evidence of progress
Actively observe classroom practice and link it to evidence
Ensure the processes related to assessment are known, understood, followed and reviewed
Co-construct a process to ensure the Victorian Curriculum is guaranteed and viable as a whole school document
Have Identified students across the school in need of targeted academic support as per TLI guidelines and students for VHAP
Review progress of the TLI on a five weekly basis and VHAP students
Facilitate Learning walks with staff
Release teachers to observe Learning Specialists/ peer observations
To ensure the data wall and SPA platform are reflective of learners' needs, used and reviewed
Ensure that PLCs are triangulating data in order to make well-informed decisions about learning
Research and implement processes to ensure student voice is encouraged through regular feedback around the learning experience
Plan for and deliver learning experiences for staff around the importance of learner agency, student voice, feedback and curriculum
Model evidence-based teaching practices in literacy and numeracy

	<p>Teachers will:</p> <ul style="list-style-type: none"> Use the Victorian Curriculum and Fountas and Pinnel continuum to develop learning sequences Follow the assessment schedule Use the Spa Platform and keep the data wall reflective of learner progress Use triangulation of data to pinpoint student learning needs Engage in reflective practice, evaluate and plan curriculum, assessments, lessons through their PLCs Evaluate and diagnose using student data effectively in their PLCs to plan for the next point of learning Actively engage with the Improvement Cycle to improve their teaching, and consequently their learning experiences for students Establish focused and productive independent reading time where students practice reading goals in their chosen texts and have time to apply strategies taught in the minilesson when reading independently. Use reading conferences to provide individualised feedback and scaffolding, and to support students to reflect on their progress, set and monitor their reading goals. <p>Education Support Staff will:</p> <ul style="list-style-type: none"> Work with individual students who require support with their learning Meet with the teachers to discuss learning goals and the application of tier 2 intervention strategies Attend SSGs as required <p>Students will:</p> <ul style="list-style-type: none"> Know the intent of the lesson, understand what success looks like, and reflect on their learning experience work productively and understand their role and the teacher's role at each phase of the Reading workshop Receive evidence-based instruction at their point of need and monitor their progress (with teacher support) towards meeting their goals Provide regular feedback to teachers about their learning Participate in differentiated small group intervention/extension as required
<p>Success Indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> Classroom observations and learning walks Documented coaching and lesson observations Professional learning plans Planning documents Whole school documents <p>Teachers' will have formative assessment data and teacher judgement data for all students</p> <p>Teacher records and observations of student progress</p>

	<p>Data used to identify students for tailored supports Differentiated resources used Increase in the positive responses in the Staff Opinion Survey "use data for curriculum planning"</p> <p>Late Indicators: Student feedback on their Learning and Learner Agency Increase in positive responses for Learning through AToSS Progress against Individual Learning Plans Increase in reading growth data Consistency in Naplan comparison to Teacher Judgements</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Model high quality teaching and learning in literacy and numeracy across the school by having an open classroom for teachers, and by going into teacher's classrooms.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Model assessment practices to ensure consistency alongside the implementation of the assessment schedule.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	0%

			to: Term 4	
Activity 3	Observe classroom practice across the school to support the reading coaching using a developed protocol.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 4	Teachers understand that the Achievement Standards are the Learning Intentions of the curriculum and are using these for planning. Teachers develop success criteria to enable and support differentiation, which is reflected in planning documents across the school, using the Victorian Curriculum and Fountas and Pinnell. This is evident in planning documents and observations.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 5	Facilitate learning walks across the school with all staff throughout the year. Leadership team to conduct learning walks 4 times per year.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Facilitate professional learning to improve student voice, learner agency, feedback and reading curriculum, instruction and assessment.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Coach and mentor staff across the school, including supporting graduates with their VIT.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 4	0%

Activity 8	Facilitate the FISO Improvement Cycle in PLCs, supporting data literacy and using the data walls and SPA.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 9	Develop and implement the Instructional model, GVC and whole-school documentation in Reading.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 10	Identify up to 50 students across the school who require targeted intervention through TLI or VHAP.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 11	Ensure teachers are triangulating data in their PLCs to ensure students learning is identified at point of need.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Establish a multi-tiered response model to support students' mental health with the MHWL to embed positive mental health approaches in staff professional practice.</p> <p>To develop staff capability in ensuring teaching and learning supports students' wellbeing and mental health across the school.</p>			
Outcomes	<p>Principal class will: Support the continuous development, documentation and revision of a multi-tiered response model to mental health Be able to recognise, respond to and refer students or teachers to mental health agencies</p>			

The MHWL will:

Engage with the Community of Practice to develop skills and understandings around supporting the different mental health and wellbeing needs of students

Share resources with other MHWL and professionals, including people in our network e.g. counselling etc. (Mental Health Fund Menu)

Lead and coordinate the implementation of CASEA and The Resilience Project as our early intervention and prevention programs

Build staff capacity with their understanding of how to notice, support and refer students

Model best practice with SEL, including TRP, RRRR and circle-time

Lead the Wellbeing team to directly support students' mental health and/or provide referrals

Evaluate student mental health and wellbeing data (surveys, CASEA, TRP)

Lead our Mental Health Team student leadership group to provide extra support for students in the school, and to conduct student surveys

Impact the ATOSS data in regard to resilience

Share and discuss the results of surveys with the community, students and staff

Provide opportunities for staff to observe/be observed running SEL lessons

Work with the PLCs/LT to ensure the SEL curriculum is taught and planned for

Develop a whole school approach, including scope and sequence for SEL

Lead the wellbeing team to research external professional learning opportunities and analyse data

Teachers will:

Plan for and implement social and emotional learning within their curriculum areas

Be able to recognise, respond to and refer students' mental health needs

Participate in readings and professional learning to build their expertise in mental health and wellbeing

Complete the data collection termly for the mental health continuum to track changes in students

Collect, Analyse and Respond to the Mental Health and Wellbeing Data to minimise risk factors for children and increase their protective actions

Education Support Staff will:

Recognise and respond to students mental health needs

Complete professional learning as directed

Students will:

Be able to explain what positive mental health means and where they can seek support at school

Students will report improved mental health

Students (MHT) will have professional learning around peer support training to provide impact across the school

Participate in SEL lessons at the beginning and end of each week

	Feedback to the MHT and teacher/MHWL regarding SEL, mental health, and wellbeing Be able to identify a teacher/adult in school who they can seek support from (AToSS)			
Success Indicators	<p>Early indicators: Policies and programs will show documentation of our wellbeing response Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability will be taught and planned for in PLCs Classroom and peer observations - focused on the SEL program to support pedagogy where required Documentation of frameworks to reflect MHiPS Curriculum documentation reflecting social and emotional learning Teacher surveys on effectiveness of the MHiPS support in school Data used to identify students in need of targeted support Positive change in ATOSS, especially resilience</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	Lead and implement the early intervention programs new to our school in 2023: CASEA and TRP	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Build staff capacity with their understanding of how to notice, support and refer students	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Model best practice with SEL, including TRP, RRRR and circle-time, and assessment practices, e.g. survey implementation	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 4	Regular KLAGs for wellbeing - setting and sharing agendas, ensuring everything is actioned. Also ensuring individualised/group PL is relevant to our school needs and context	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	0%
Activity 5	Evaluate student mental health and wellbeing data (surveys, CASEA, TRP, MHC) for SIT to reflect and action	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	Communicate with Stride education to implement peer-mediation training for the MHT and support staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 1	0%
Activity 7	Connect with like schools (as per Panorama data) to have an impact on 'resilience' in the ATOSS survey, Observing and communicating with their school to discover	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1	0%

	how they have impacted resilience. Work the Community of Practice group to impact this area, including student voice and learner agency.	<input checked="" type="checkbox"/> Principal	to: Term 4	
Activity 8	Communicating results of our work to the whole school community through assembly, information sessions and newsletters	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 9	Work with the PLCs/LT to ensure the SEL curriculum is taught and planned for and to develop a whole school approach, including yearly overview for SEL	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2023

Mid-year monitoring

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KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in assessment, differentiation and evidence-based teaching practices in order to identify and meet students' individual learning needs in Reading and Number Refine the targeted tutor learning approach to support students who have not made expected growth in Number and Reading
Outcomes	Principal class will: Attend PLC meetings regularly as co-learners to monitor progress against the AIP Observe classroom practice to monitor progress against the AIP

Review documentation to monitor progress against the AIP
 Ensure all staff are aware of the actions and targets of the AIP
 Implement and monitor a Learning walk process for 2023
 Engage in Leadership Learning walks to observe whole-school trends (4 times a year)
 Engage in informal walk-throughs
 Professional Learning Schedule allowing for multiple exposures and sequential learning relating to the AIP
 Have Identified up to 50 students across the school, in need of targeted academic support or intervention and discuss needs as part of SIT meetings

Learning Specialists will:
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 Use, model and promote the use of data analysis and evidence to pinpoint learner need and monitor progress across cohorts
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 Actively promote the Victorian Curriculum and the F and P continuum to plan learning sequences
 Facilitate Learning walks with staff
 Release teachers to observe teachers
 Actively encourage student voice through regular feedback around the learning experience
 Plan for and deliver learning experiences for staff around the importance of learner agency and reading
 Coaching and mentoring staff across the school

Leading Teacher will:
 Increase data literacy across the school through PLCs and targeted professional learning
 Monitor planning, delivery and evidence of progress
 Actively observe classroom practice and link it to evidence
 Ensure the processes related to assessment are known, understood, followed and reviewed
 Co-construct a process to ensure the Victorian Curriculum is guaranteed and viable as a whole school document
 Have Identified students across the school in need of targeted academic support as per TLI guidelines and students for VHAP
 Review progress of the TLI on a five weekly basis and VHAP students
 Facilitate Learning walks with staff
 Release teachers to observe Learning Specialists/ peer observations
 To ensure the data wall and SPA platform are reflective of learners' needs, used and reviewed
 Ensure that PLCs are triangulating data in order to make well-informed decisions about learning
 Research and implement processes to ensure student voice is encouraged through regular feedback around the learning experience
 Plan for and deliver learning experiences for staff around the importance of learner agency, student voice, feedback and curriculum
 Model evidence-based teaching practices in literacy and numeracy

	<p>Teachers will:</p> <ul style="list-style-type: none"> Use the Victorian Curriculum and Fountas and Pinnel continuum to develop learning sequences Follow the assessment schedule Use the Spa Platform and keep the data wall reflective of learner progress Use triangulation of data to pinpoint student learning needs Engage in reflective practice, evaluate and plan curriculum, assessments, lessons through their PLCs Evaluate and diagnose using student data effectively in their PLCs to plan for the next point of learning Actively engage with the Improvement Cycle to improve their teaching, and consequently their learning experiences for students Establish focused and productive independent reading time where students practice reading goals in their chosen texts and have time to apply strategies taught in the minilesson when reading independently. Use reading conferences to provide individualised feedback and scaffolding, and to support students to reflect on their progress, set and monitor their reading goals. <p>Education Support Staff will:</p> <ul style="list-style-type: none"> Work with individual students who require support with their learning Meet with the teachers to discuss learning goals and the application of tier 2 intervention strategies Attend SSGs as required <p>Students will:</p> <ul style="list-style-type: none"> Know the intent of the lesson, understand what success looks like, and reflect on their learning experience work productively and understand their role and the teacher's role at each phase of the Reading workshop Receive evidence-based instruction at their point of need and monitor their progress (with teacher support) towards meeting their goals Provide regular feedback to teachers about their learning Participate in differentiated small group intervention/extension as required
<p>Success Indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> Classroom observations and learning walks Documented coaching and lesson observations Professional learning plans Planning documents Whole school documents <p>Teachers' will have formative assessment data and teacher judgement data for all students</p> <p>Teacher records and observations of student progress</p>

	<p>Data used to identify students for tailored supports Differentiated resources used Increase in the positive responses in the Staff Opinion Survey "use data for curriculum planning"</p> <p>Late Indicators: Student feedback on their Learning and Learner Agency Increase in positive responses for Learning through AToSS Progress against Individual Learning Plans Increase in reading growth data Consistency in Naplan comparison to Teacher Judgements</p>			
Delivery of the annual actions for this KIS				
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OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
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Activity 2	Model assessment practices to ensure consistency alongside the implementation of the assessment schedule.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	0%

			to: Term 4	
Activity 3	Observe classroom practice across the school to support the reading coaching using a developed protocol.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 4	Teachers understand that the Achievement Standards are the Learning Intentions of the curriculum and are using these for planning. Teachers develop success criteria to enable and support differentiation, which is reflected in planning documents across the school, using the Victorian Curriculum and Fountas and Pinnell. This is evident in planning documents and observations.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 5	Facilitate learning walks across the school with all staff throughout the year. Leadership team to conduct learning walks 4 times per year.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Facilitate professional learning to improve student voice, learner agency, feedback and reading curriculum, instruction and assessment.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Coach and mentor staff across the school, including supporting graduates with their VIT.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 4	0%

Activity 8	Facilitate the FISO Improvement Cycle in PLCs, supporting data literacy and using the data walls and SPA.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 9	Develop and implement the Instructional model, GVC and whole-school documentation in Reading.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 10	Identify up to 50 students across the school who require targeted intervention through TLI or VHAP.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 11	Ensure teachers are triangulating data in their PLCs to ensure students learning is identified at point of need.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Establish a multi-tiered response model to support students' mental health with the MHWL to embed positive mental health approaches in staff professional practice.</p> <p>To develop staff capability in ensuring teaching and learning supports students' wellbeing and mental health across the school.</p>			
Outcomes	<p>Principal class will: Support the continuous development, documentation and revision of a multi-tiered response model to mental health Be able to recognise, respond to and refer students or teachers to mental health agencies</p>			

The MHWL will:

- Engage with the Community of Practice to develop skills and understandings around supporting the different mental health and wellbeing needs of students
- Share resources with other MHWL and professionals, including people in our network e.g. counselling etc. (Mental Health Fund Menu)
- Lead and coordinate the implementation of CASEA and The Resilience Project as our early intervention and prevention programs
- Build staff capacity with their understanding of how to notice, support and refer students
- Model best practice with SEL, including TRP, RRRR and circle-time
- Lead the Wellbeing team to directly support students' mental health and/or provide referrals
- Evaluate student mental health and wellbeing data (surveys, CASEA, TRP)
- Lead our Mental Health Team student leadership group to provide extra support for students in the school, and to conduct student surveys
- Impact the ATOSS data in regard to resilience
- Share and discuss the results of surveys with the community, students and staff
- Provide opportunities for staff to observe/be observed running SEL lessons
- Work with the PLCs/LT to ensure the SEL curriculum is taught and planned for
- Develop a whole school approach, including scope and sequence for SEL
- Lead the wellbeing team to research external professional learning opportunities and analyse data

Teachers will:

- Plan for and implement social and emotional learning within their curriculum areas
- Be able to recognise, respond to and refer students' mental health needs
- Participate in readings and professional learning to build their expertise in mental health and wellbeing
- Complete the data collection termly for the mental health continuum to track changes in students
- Collect, Analyse and Respond to the Mental Health and Wellbeing Data to minimise risk factors for children and increase their protective actions

Education Support Staff will:

- Recognise and respond to students mental health needs
- Complete professional learning as directed

Students will:

- Be able to explain what positive mental health means and where they can seek support at school
- Students will report improved mental health
- Students (MHT) will have professional learning around peer support training to provide impact across the school
- Participate in SEL lessons at the beginning and end of each week

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Success Indicators	<p>Early indicators: Policies and programs will show documentation of our wellbeing response Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability will be taught and planned for in PLCs Classroom and peer observations - focused on the SEL program to support pedagogy where required Documentation of frameworks to reflect MHiPS Curriculum documentation reflecting social and emotional learning Teacher surveys on effectiveness of the MHiPS support in school Data used to identify students in need of targeted support Positive change in ATOSS, especially resilience</p>			
Delivery of the annual actions for this KIS				
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Activity 4	Regular KLAGs for wellbeing - setting and sharing agendas, ensuring everything is actioned. Also ensuring individualised/group PL is relevant to our school needs and context	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	0%
Activity 5	Evaluate student mental health and wellbeing data (surveys, CASEA, TRP, MHC) for SIT to reflect and action	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	Communicate with Stride education to implement peer-mediation training for the MHT and support staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 1	0%
Activity 7	Connect with like schools (as per Panorama data) to have an impact on 'resilience' in the ATOSS survey, Observing and communicating with their school to discover	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1	0%

	how they have impacted resilience. Work the Community of Practice group to impact this area, including student voice and learner agency.	<input checked="" type="checkbox"/> Principal	to: Term 4	
Activity 8	Communicating results of our work to the whole school community through assembly, information sessions and newsletters	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 9	Work with the PLCs/LT to ensure the SEL curriculum is taught and planned for and to develop a whole school approach, including yearly overview for SEL	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2023

Term 3 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Learning: NAPLAN growth: Reading from 28% (2018–20) to 35% in 2023 Teacher Judgement Data: In 2023 Semester 1 there will be a greater correlation between students in the top 2 bands of NAPLAN and above age-expected level in Teacher Judgement. This correlation will increase further in semester 2. Teacher collaboration from 44% in 2020 to 70% at the end of 2023 Professional learning through peer observation from 30% in 2020 to 60% at the end of 2023. Seek feedback to improve practice from 71% in 2020 to 75% in 2023 Student agency and voice from 62% in 2019 to 70% in 2023 Sense of connectedness from 72% in 2019 to 80% in 2023 Resilience from 44% low resilience in 2022 to 20% low resilience in 2023
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in assessment, differentiation and evidence-based teaching practices in order to identify and meet students' individual learning needs in Reading and Number Refine the targeted tutor learning approach to support students who have not made expected growth in Number and Reading
Outcomes	Principal class will: Attend PLC meetings regularly as co-learners to monitor progress against the AIP Observe classroom practice to monitor progress against the AIP

Review documentation to monitor progress against the AIP
 Ensure all staff are aware of the actions and targets of the AIP
 Implement and monitor a Learning walk process for 2023
 Engage in Leadership Learning walks to observe whole-school trends (4 times a year)
 Engage in informal walk-throughs
 Professional Learning Schedule allowing for multiple exposures and sequential learning relating to the AIP
 Have Identified up to 50 students across the school, in need of targeted academic support or intervention and discuss needs as part of SIT meetings

Learning Specialists will:
 Model evidence-based teaching practices in literacy and numeracy
 Use, model and promote the use of data analysis and evidence to pinpoint learner need and monitor progress across cohorts
 Model assessment practices
 Actively observe classroom practice and link it to evidence
 Ensure the processes related to assessment are modelled, understood and encouraged
 Actively promote the Victorian Curriculum and the F and P continuum to plan learning sequences
 Facilitate Learning walks with staff
 Release teachers to observe teachers
 Actively encourage student voice through regular feedback around the learning experience
 Plan for and deliver learning experiences for staff around the importance of learner agency and reading
 Coaching and mentoring staff across the school

Leading Teacher will:
 Increase data literacy across the school through PLCs and targeted professional learning
 Monitor planning, delivery and evidence of progress
 Actively observe classroom practice and link it to evidence
 Ensure the processes related to assessment are known, understood, followed and reviewed
 Co-construct a process to ensure the Victorian Curriculum is guaranteed and viable as a whole school document
 Have Identified students across the school in need of targeted academic support as per TLI guidelines and students for VHAP
 Review progress of the TLI on a five weekly basis and VHAP students
 Facilitate Learning walks with staff
 Release teachers to observe Learning Specialists/ peer observations
 To ensure the data wall and SPA platform are reflective of learners' needs, used and reviewed
 Ensure that PLCs are triangulating data in order to make well-informed decisions about learning
 Research and implement processes to ensure student voice is encouraged through regular feedback around the learning experience
 Plan for and deliver learning experiences for staff around the importance of learner agency, student voice, feedback and curriculum
 Model evidence-based teaching practices in literacy and numeracy

	<p>Teachers will:</p> <ul style="list-style-type: none"> Use the Victorian Curriculum and Fountas and Pinnel continuum to develop learning sequences Follow the assessment schedule Use the Spa Platform and keep the data wall reflective of learner progress Use triangulation of data to pinpoint student learning needs Engage in reflective practice, evaluate and plan curriculum, assessments, lessons through their PLCs Evaluate and diagnose using student data effectively in their PLCs to plan for the next point of learning Actively engage with the Improvement Cycle to improve their teaching, and consequently their learning experiences for students Establish focused and productive independent reading time where students practice reading goals in their chosen texts and have time to apply strategies taught in the minilesson when reading independently. Use reading conferences to provide individualised feedback and scaffolding, and to support students to reflect on their progress, set and monitor their reading goals. <p>Education Support Staff will:</p> <ul style="list-style-type: none"> Work with individual students who require support with their learning Meet with the teachers to discuss learning goals and the application of tier 2 intervention strategies Attend SSGs as required <p>Students will:</p> <ul style="list-style-type: none"> Know the intent of the lesson, understand what success looks like, and reflect on their learning experience work productively and understand their role and the teacher's role at each phase of the Reading workshop Receive evidence-based instruction at their point of need and monitor their progress (with teacher support) towards meeting their goals Provide regular feedback to teachers about their learning Participate in differentiated small group intervention/extension as required
<p>Success Indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> Classroom observations and learning walks Documented coaching and lesson observations Professional learning plans Planning documents Whole school documents <p>Teachers' will have formative assessment data and teacher judgement data for all students</p> <p>Teacher records and observations of student progress</p>

	<p>Data used to identify students for tailored supports Differentiated resources used Increase in the positive responses in the Staff Opinion Survey "use data for curriculum planning"</p> <p>Late Indicators: Student feedback on their Learning and Learner Agency Increase in positive responses for Learning through AToSS Progress against Individual Learning Plans Increase in reading growth data Consistency in Naplan comparison to Teacher Judgements</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Model high quality teaching and learning in literacy and numeracy across the school by having an open classroom for teachers, and by going into teacher's classrooms.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Model assessment practices to ensure consistency alongside the implementation of the assessment schedule.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	0%

			to: Term 4	
Activity 3	Observe classroom practice across the school to support the reading coaching using a developed protocol.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 4	Teachers understand that the Achievement Standards are the Learning Intentions of the curriculum and are using these for planning. Teachers develop success criteria to enable and support differentiation, which is reflected in planning documents across the school, using the Victorian Curriculum and Fountas and Pinnell. This is evident in planning documents and observations.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 5	Facilitate learning walks across the school with all staff throughout the year. Leadership team to conduct learning walks 4 times per year.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Facilitate professional learning to improve student voice, learner agency, feedback and reading curriculum, instruction and assessment.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Coach and mentor staff across the school, including supporting graduates with their VIT.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 4	0%

Activity 8	Facilitate the FISO Improvement Cycle in PLCs, supporting data literacy and using the data walls and SPA.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 9	Develop and implement the Instructional model, GVC and whole-school documentation in Reading.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 10	Identify up to 50 students across the school who require targeted intervention through TLI or VHAP.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 11	Ensure teachers are triangulating data in their PLCs to ensure students learning is identified at point of need.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Establish a multi-tiered response model to support students' mental health with the MHWL to embed positive mental health approaches in staff professional practice.</p> <p>To develop staff capability in ensuring teaching and learning supports students' wellbeing and mental health across the school.</p>			
Outcomes	<p>Principal class will:</p> <p>Support the continuous development, documentation and revision of a multi-tiered response model to mental health</p> <p>Be able to recognise, respond to and refer students or teachers to mental health agencies</p>			

The MHWL will:

- Engage with the Community of Practice to develop skills and understandings around supporting the different mental health and wellbeing needs of students
- Share resources with other MHWL and professionals, including people in our network e.g. counselling etc. (Mental Health Fund Menu)
- Lead and coordinate the implementation of CASEA and The Resilience Project as our early intervention and prevention programs
- Build staff capacity with their understanding of how to notice, support and refer students
- Model best practice with SEL, including TRP, RRRR and circle-time
- Lead the Wellbeing team to directly support students' mental health and/or provide referrals
- Evaluate student mental health and wellbeing data (surveys, CASEA, TRP)
- Lead our Mental Health Team student leadership group to provide extra support for students in the school, and to conduct student surveys
- Impact the ATOSS data in regard to resilience
- Share and discuss the results of surveys with the community, students and staff
- Provide opportunities for staff to observe/be observed running SEL lessons
- Work with the PLCs/LT to ensure the SEL curriculum is taught and planned for
- Develop a whole school approach, including scope and sequence for SEL
- Lead the wellbeing team to research external professional learning opportunities and analyse data

Teachers will:

- Plan for and implement social and emotional learning within their curriculum areas
- Be able to recognise, respond to and refer students' mental health needs
- Participate in readings and professional learning to build their expertise in mental health and wellbeing
- Complete the data collection termly for the mental health continuum to track changes in students
- Collect, Analyse and Respond to the Mental Health and Wellbeing Data to minimise risk factors for children and increase their protective actions

Education Support Staff will:

- Recognise and respond to students mental health needs
- Complete professional learning as directed

Students will:

- Be able to explain what positive mental health means and where they can seek support at school
- Students will report improved mental health
- Students (MHT) will have professional learning around peer support training to provide impact across the school
- Participate in SEL lessons at the beginning and end of each week

	Feedback to the MHT and teacher/MHWL regarding SEL, mental health, and wellbeing Be able to identify a teacher/adult in school who they can seek support from (AToSS)			
Success Indicators	<p>Early indicators: Policies and programs will show documentation of our wellbeing response Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability will be taught and planned for in PLCs Classroom and peer observations - focused on the SEL program to support pedagogy where required Documentation of frameworks to reflect MHiPS Curriculum documentation reflecting social and emotional learning Teacher surveys on effectiveness of the MHiPS support in school Data used to identify students in need of targeted support Positive change in ATOSS, especially resilience</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	Lead and implement the early intervention programs new to our school in 2023: CASEA and TRP	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Build staff capacity with their understanding of how to notice, support and refer students	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Model best practice with SEL, including TRP, RRRR and circle-time, and assessment practices, e.g. survey implementation	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 4	Regular KLAGs for wellbeing - setting and sharing agendas, ensuring everything is actioned. Also ensuring individualised/group PL is relevant to our school needs and context	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	0%
Activity 5	Evaluate student mental health and wellbeing data (surveys, CASEA, TRP, MHC) for SIT to reflect and action	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	Communicate with Stride education to implement peer-mediation training for the MHT and support staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 1	0%
Activity 7	Connect with like schools (as per Panorama data) to have an impact on 'resilience' in the ATOSS survey, Observing and communicating with their school to discover	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1	0%

	how they have impacted resilience. Work the Community of Practice group to impact this area, including student voice and learner agency.	<input checked="" type="checkbox"/> Principal	to: Term 4	
Activity 8	Communicating results of our work to the whole school community through assembly, information sessions and newsletters	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 9	Work with the PLCs/LT to ensure the SEL curriculum is taught and planned for and to develop a whole school approach, including yearly overview for SEL	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2023

End-of-year monitoring

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>Learning:</p> <p>NAPLAN growth: Reading from 28% (2018–20) to 35% in 2023</p> <p>Teacher Judgement Data: In 2023 Semester 1 there will be a greater correlation between students in the top 2 bands of NAPLAN and above age-expected level in Teacher Judgement. This correlation will increase further in semester 2.</p> <p>Teacher collaboration from 44% in 2020 to 70% at the end of 2023</p> <p>Professional learning through peer observation from 30% in 2020 to 60% at the end of 2023.</p> <p>Seek feedback to improve practice from 71% in 2020 to 75% in 2023</p> <p>Student agency and voice from 62% in 2019 to 70% in 2023</p> <p>Sense of connectedness from 72% in 2019 to 80% in 2023</p> <p>Resilience from 44% low resilience in 2022 to 20% low resilience in 2023</p>
Has this 12 month target met	Not Met
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Build staff capacity in assessment, differentiation and evidence-based teaching practices in order to identify and meet students' individual learning needs in Reading and Number</p> <p>Refine the targeted tutor learning approach to support students who have not made expected growth in Number and Reading</p>

<p>Outcomes</p>	<p>Principal class will:</p> <ul style="list-style-type: none"> Attend PLC meetings regularly as co-learners to monitor progress against the AIP Observe classroom practice to monitor progress against the AIP Review documentation to monitor progress against the AIP Ensure all staff are aware of the actions and targets of the AIP Implement and monitor a Learning walk process for 2023 Engage in Leadership Learning walks to observe whole-school trends (4 times a year) Engage in informal walk-throughs Professional Learning Schedule allowing for multiple exposures and sequential learning relating to the AIP Have Identified up to 50 students across the school, in need of targeted academic support or intervention and discuss needs as part of SIT meetings <p>Learning Specialists will:</p> <ul style="list-style-type: none"> Model evidence-based teaching practices in literacy and numeracy Use, model and promote the use of data analysis and evidence to pinpoint learner need and monitor progress across cohorts Model assessment practices Actively observe classroom practice and link it to evidence Ensure the processes related to assessment are modelled, understood and encouraged Actively promote the Victorian Curriculum and the F and P continuum to plan learning sequences Facilitate Learning walks with staff Release teachers to observe teachers Actively encourage student voice through regular feedback around the learning experience Plan for and deliver learning experiences for staff around the importance of learner agency and reading Coaching and mentoring staff across the school <p>Leading Teacher will:</p> <ul style="list-style-type: none"> Increase data literacy across the school through PLCs and targeted professional learning Monitor planning, delivery and evidence of progress Actively observe classroom practice and link it to evidence Ensure the processes related to assessment are known, understood, followed and reviewed Co-construct a process to ensure the Victorian Curriculum is guaranteed and viable as a whole school document Have Identified students across the school in need of targeted academic support as per TLI guidelines and students for VHAP Review progress of the TLI on a five weekly basis and VHAP students Facilitate Learning walks with staff Release teachers to observe Learning Specialists/ peer observations To ensure the data wall and SPA platform are reflective of learners' needs, used and reviewed Ensure that PLCs are triangulating data in order to make well-informed decisions about learning
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	<p>Research and implement processes to ensure student voice is encouraged through regular feedback around the learning experience Plan for and deliver learning experiences for staff around the importance of learner agency, student voice, feedback and curriculum Model evidence-based teaching practices in literacy and numeracy</p> <p>Teachers will: Use the Victorian Curriculum and Fountas and Pinnel continuum to develop learning sequences Follow the assessment schedule Use the Spa Platform and keep the data wall reflective of learner progress Use triangulation of data to pinpoint student learning needs Engage in reflective practice, evaluate and plan curriculum, assessments, lessons through their PLCs Evaluate and diagnose using student data effectively in their PLCs to plan for the next point of learning Actively engage with the Improvement Cycle to improve their teaching, and consequently their learning experiences for students Establish focused and productive independent reading time where students practice reading goals in their chosen texts and have time to apply strategies taught in the minilesson when reading independently. Use reading conferences to provide individualised feedback and scaffolding, and to support students to reflect on their progress, set and monitor their reading goals.</p> <p>Education Support Staff will: Work with individual students who require support with their learning Meet with the teachers to discuss learning goals and the application of tier 2 intervention strategies Attend SSGs as required</p> <p>Students will: Know the intent of the lesson, understand what success looks like, and reflect on their learning experience work productively and understand their role and the teacher's role at each phase of the Reading workshop Receive evidence-based instruction at their point of need and monitor their progress (with teacher support) towards meeting their goals Provide regular feedback to teachers about their learning Participate in differentiated small group intervention/extension as required</p>
<p>Success Indicators</p>	<p>Early Indicators: Classroom observations and learning walks Documented coaching and lesson observations Professional learning plans Planning documents Whole school documents</p>

	<p>Teachers' will have formative assessment data and teacher judgement data for all students Teacher records and observations of student progress Data used to identify students for tailored supports Differentiated resources used Increase in the positive responses in the Staff Opinion Survey "use data for curriculum planning"</p> <p>Late Indicators: Student feedback on their Learning and Learner Agency Increase in positive responses for Learning through AToSS Progress against Individual Learning Plans Increase in reading growth data Consistency in Naplan comparison to Teacher Judgements</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Model high quality teaching and learning in literacy and numeracy across the school by having an open classroom for teachers, and by going into teacher's classrooms.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%

Activity 2	Model assessment practices to ensure consistency alongside the implementation of the assessment schedule.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Observe classroom practice across the school to support the reading coaching using a developed protocol.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 4	Teachers understand that the Achievement Standards are the Learning Intentions of the curriculum and are using these for planning. Teachers develop success criteria to enable and support differentiation, which is reflected in planning documents across the school, using the Victorian Curriculum and Fountas and Pinnell. This is evident in planning documents and observations.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 5	Facilitate learning walks across the school with all staff throughout the year. Leadership team to conduct learning walks 4 times per year.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Facilitate professional learning to improve student voice, learner agency, feedback and reading curriculum, instruction and assessment.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Coach and mentor staff across the school, including supporting graduates with their VIT.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2	0%

		<input checked="" type="checkbox"/> Leading Teacher(s)	to: Term 4	
Activity 8	Facilitate the FISO Improvement Cycle in PLCs, supporting data literacy and using the data walls and SPA.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 9	Develop and implement the Instructional model, GVC and whole-school documentation in Reading.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 10	Identify up to 50 students across the school who require targeted intervention through TLI or VHAP.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 11	Ensure teachers are triangulating data in their PLCs to ensure students learning is identified at point of need.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a multi-tiered response model to support students' mental health with the MHWL to embed positive mental health approaches in staff professional practice. To develop staff capability in ensuring teaching and learning supports students' wellbeing and mental health across the school.			
Outcomes	Principal class will: Support the continuous development, documentation and revision of a multi-tiered response model to mental health			

Be able to recognise, respond to and refer students or teachers to mental health agencies

The MHWL will:

Engage with the Community of Practice to develop skills and understandings around supporting the different mental health and wellbeing needs of students

Share resources with other MHWL and professionals, including people in our network e.g. counselling etc. (Mental Health Fund Menu)

Lead and coordinate the implementation of CASEA and The Resilience Project as our early intervention and prevention programs

Build staff capacity with their understanding of how to notice, support and refer students

Model best practice with SEL, including TRP, RRRR and circle-time

Lead the Wellbeing team to directly support students' mental health and/or provide referrals

Evaluate student mental health and wellbeing data (surveys, CASEA, TRP)

Lead our Mental Health Team student leadership group to provide extra support for students in the school, and to conduct student surveys

Impact the ATOSS data in regard to resilience

Share and discuss the results of surveys with the community, students and staff

Provide opportunities for staff to observe/be observed running SEL lessons

Work with the PLCs/LT to ensure the SEL curriculum is taught and planned for

Develop a whole school approach, including scope and sequence for SEL

Lead the wellbeing team to research external professional learning opportunities and analyse data

Teachers will:

Plan for and implement social and emotional learning within their curriculum areas

Be able to recognise, respond to and refer students' mental health needs

Participate in readings and professional learning to build their expertise in mental health and wellbeing

Complete the data collection termly for the mental health continuum to track changes in students

Collect, Analyse and Respond to the Mental Health and Wellbeing Data to minimise risk factors for children and increase their protective actions

Education Support Staff will:

Recognise and respond to students mental health needs

Complete professional learning as directed

Students will:

	<p>Be able to explain what positive mental health means and where they can seek support at school</p> <p>Students will report improved mental health</p> <p>Students (MHT) will have professional learning around peer support training to provide impact across the school</p> <p>Participate in SEL lessons at the beginning and end of each week</p> <p>Feedback to the MHT and teacher/MHWL regarding SEL, mental health, and wellbeing</p> <p>Be able to identify a teacher/adult in school who they can seek support from (AToSS)</p>
Success Indicators	<p>Early indicators:</p> <p>Policies and programs will show documentation of our wellbeing response</p> <p>Curriculum documentation will show plans for social and emotional learning</p> <p>Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</p> <p>Student support resources displayed around the school will show how students can seek support</p> <p>Late indicators:</p> <p>Victorian Curriculum: Personal and Social Capability will be taught and planned for in PLCs</p> <p>Classroom and peer observations - focused on the SEL program to support pedagogy where required</p> <p>Documentation of frameworks to reflect MHiPS</p> <p>Curriculum documentation reflecting social and emotional learning</p> <p>Teacher surveys on effectiveness of the MHiPS support in school</p> <p>Data used to identify students in need of targeted support</p> <p>Positive change in ATOSS, especially resilience</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Lead and implement the early intervention programs new to our school in 2023: CASEA and TRP	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Build staff capacity with their understanding of how to notice, support and refer students	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Model best practice with SEL, including TRP, RRRR and circle-time, and assessment practices, e.g. survey implementation	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 4	Regular KLAGs for wellbeing - setting and sharing agendas, ensuring everything is actioned. Also ensuring individualised/group PL is relevant to our school needs and context	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	0%
Activity 5	Evaluate student mental health and wellbeing data (surveys, CASEA, TRP, MHC) for SIT to reflect and action	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	Communicate with Stride education to implement peer-mediation training for the MHT and support staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 1	0%

Activity 7	Connect with like schools (as per Panorama data) to have an impact on 'resilience' in the ATOSS survey, Observing and communicating with their school to discover how they have impacted resilience. Work the Community of Practice group to impact this area, including student voice and learner agency.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 8	Communicating results of our work to the whole school community through assembly, information sessions and newsletters	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 9	Work with the PLCs/LT to ensure the SEL curriculum is taught and planned for and to develop a whole school approach, including yearly overview for SEL	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2023

SEIL Feedback